

## **What is a Lead Partner?**

The goal of school turnaround is to realize significant improvement over a short period of time. This requires swift changes by the school and district staff and the Lead Partner to implement research-based components of high-poverty, high-performing schools. Thus, Lead Partners must have a demonstrated record of successful and effective work with academically underperforming schools, especially high schools. Lead Partners are contracted by the Local Education Agency (LEA) for the purpose of providing expertise and direction in turning around Indiana's lowest-performing schools. The LEA maintains appropriate and adequate autonomy over the administrative and operational services provided by the LEA (e.g., education, transportation, food service). Lead Partners are hired to help radically change the course of low-performing schools by providing targeted services. Lead Partners must abide by all applicable federal and state laws.

The primary responsibility of a Lead Partner is to implement instructional, programmatic, and/or structural supports that result in improved student performance in the existing school building. All supports must serve to increase student achievement no matter the specific focus (e.g., student attendance, teacher evaluation). The State Board of Education will establish performance targets for each school with the Lead Partner being responsible for meeting those pre-established performance targets by working closely with the school and district and all stakeholders and, when appropriate, other Lead Partners.

The Lead Partner will be responsible for the following:

- Meeting agreed upon performance criteria and acceptance of the consequences for failing to do so.
- Providing ongoing performance data, including both leading and lagging indicators of success and failure.
- Focusing on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s).
- Providing consistent and intense on-site support.
- Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term viability and sustainability.
- Participating in data collection, evaluation, and reporting activities as specified by the State Board of Education and IDOE. Accountability indicators may include data such as number of discipline incidents or teacher attendance rates.